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What's NEWS

@ Rhode Island College

VOL. 1 NO. 16 DECEMBER 15, 1980

At RIC's Henry Barnard School:

Handicapped Kids Benefit Non-Handicapped

by George LaTour

Having physically handicapped children attend classes with non-handicapped or "normal" children is apparently beneficial to those with handicaps, but may be even more so for those without!

This is the conclusion one draws after talking with teachers at Henry Barnard School where children from the Rhode Island School for the Deaf are being "mainstreamed" into the regular classrooms under a program started in the 1978-79 school year that is proving amazingly successful for both handicapped and non-handicapped children.

"Some parents think this is the greatest thing to ever happen to their children," assures Judith M. Kelly of Rumford, assistant professor of home economics at Henry Barnard.

And she's not talking about parents of the handicapped.

"We're getting a very interesting feedback from the parents of our Henry Barnard students," says Kelly, who indicates strong evidence of a growing acceptance, understanding and warmth of friendship for the handicapped not only among the non-handicapped students, but their parents and the teachers themselves.

"Some lasting friendships have developed. Some of the children are no longer together in class and are still keeping in touch," she said with some surprise and genuine gratification.

It's Helped Us Too

"Certainly the handicapped children have benefited, but we think it's helped us too," she said in reference to her students and fellow teachers. She suggested this was, perhaps, the acquiring of a "special sensitivity" to the handicapped.

"We've had some parents request that their children be included in our group and have been disappointed when they couldn't," assures Kelly. The mixed

groups of deaf and normal hearing children have been limited to no more than 12 in number.

The program at Henry Barnard got its impetus in 1977 when a federal grant was given to the school for the deaf for Project Options which "opened the door for mainstreaming" the deaf children into regular classes, said Dr. Richard E. Sevey, Henry Barnard principal.

Henry Barnard was one of several schools, including Wynman Junior High in Warwick, Martin Junior High in East Providence and the Davies Vocational School in Lincoln, the school for the deaf uses to mainstream their youngsters.

"The idea of mainstreaming is to help these handicapped children to begin to function in a normal environment. So long as they proceed in a limited environment, they never learn," said Sevey. But, he added, "we also felt that

having some deaf children would be good for our children - to give them exposure to children different from themselves".

Can Be Happy

"Our children are seeing that children with handicaps can be happy and you don't have to feel sorry for them. They're seeing that people - no matter what their handicaps - can be successful but in a different way," pointed out the school principal who resides in Greenville.

Other children, also handicapped but more severely so, attend an industrial arts workshop at Henry Barnard which is given - in the true sense of the word - by Joseph P. Tumminelli of Johnston, professor of industrial arts.

Started last academic year as a pilot project, there are now three classes of five children each - all with multi-handicaps - learning to work with their

(Continued on p. 4)

Toys For Tots

The campus community will have a chance this year to participate in the U.S. Marine Corps Reserve "Toys for Tots" program.

In years past, the Industrial Arts Club has made toys for donation to the program. This year receptacles for new or used toys in good condition have been placed around campus for those wishing to donate, that underprivileged children may share in the joy of Christmas.

Sgt. Brian J. McDermott, chairman, said it is preferred that new, unwrapped toys or those in good condition be donated. "We can't accept used stuffed toys or clothing," he said, "as we do not have the money, personnel or time to make major

repairs."

In existence for 33 years, Toys for Tots has brought over 60-million toys to underprivileged children in America.

"This year, some 33,000 Marine reserves of the 4th Marine Division and the 4th Marine Aircraft Wing, located in more than 180 cities across the nation, will participate," said Lt. Col. Eugene T. Nervo.

The Industrial Arts Club under the guidance of Charles T. Batcher, instructor of industrial education, and president, Michael A. Perreault, will coordinate the program at RIC along with Marine Private Keith Mitchell out of Fields Point.

As Deadline Approaches:

Curriculum Unit Reviews COGE Report

With three of seven sections approved, the curriculum committee continues to consider the recommendations contained in the report of the committee on general education (COGE). Devoting entire meetings, which run nearly all day (rather than the usual two hours scheduled for regular meetings) the cur-

riculum committee has given its sanction to recommendations which (I) expound the official philosophy underlying the general education program at RIC, (II) state the goals of the GE program, and (IV) contain the core curriculum for GE.

With the exception of one section, recommendation III, which deals with pre-requisite learning skills, has been sent back to the COGE for that group to re-examine its feasibility according to Dr. Joan Glazer, professor of elementary education and chair of the curriculum committee. The section of Recommendation III, which has been accepted, states the pre-requisite skills expected of RIC students in the area of writing.

Glazer explained that the approved

(Continued on p. 6)

Convocation Set

The convocation opening college for the spring semester has been set by President Sweet for Thursday, Jan. 15 at 10 a.m. in Donovan Dining Center. Things will get underway at 9:30 with coffee and donuts. The speaking program begins promptly at 10 a.m. All faculty and staff are urged to attend.

Offers A 'Second Shot'

UEC Thriving In New Home

by Laurence J. Sasso, Jr.

While many similar operations born at the same time as Rhode Island College's Urban Educational Center (UEC) have ceased to exist, withering in the changed social and economic climate of the 1970's, the UEC has continued to grow and thrive. Its endurance and success can in part be attributed to its flexibility, but also to a continuing awareness of its roots says its director, Charles Walton. He explains that the UEC has been able to survive by adapting to the shifting needs and priorities of Rhode Island's inner city and its disadvantaged population. Perhaps surprising is the fact that, at least in part, that adaptation has occurred through re-examination of the original purpose of the center. Today, settling into new quarters at 126 Somerset Street in Providence, the UEC is enjoying its highest enrollment ever.

"When I was appointed director, I made a decision that we had to go back to basics in order to grow and go ahead at the UEC," Walton points out. He says that the staff went back to the history of the center's origins to get the ideas for the Educational Opportunities Center (EOC) and the Associates Degree Program, currently two of the UEC's busiest programs.

Port of Entry

Established in 1968 in the aftermath of Martin Luther King's assassination, the UEC was conceived as a tribute to the late leader of the black community. Founded as an inter-agency effort of the state's three higher educational institutions, the UEC was formed to serve educationally disadvantaged minorities, primarily in the inner city of Providence. The intention was to offer a "port of entry" for these minorities into higher education.

Walton one time characterized the center as "the last of the good guys", a

(Continued on p. 2)



ADVOCATING THE UEC: Charles D. Walton, director of RIC's Urban Educational Center, speaks forcefully of the facility and how it gives inner city, low income and minority groups a "second shot" at a career.

RIC Cares

"Nobody comes to see us," is the chief complaint of Rhode Island's elderly, confined to some 40 nursing homes around the state.

"They're lonely and they're bored," says Joseph D. Graham, associate professor of communications and theatre and director of a theatre workshop "for and with senior adults" that has toured several of these sanctuaries for the aged and infirm in the past couple of months.

Some 17 people in the workshop ranging in age "from girls in their 20's to people in their 70's" have attempted to bring some cheer and "a sense of participation" to residents of the DeAngelis Manor in West Warwick, the Golden Crest Nursing Home in North Providence and the United Methodist Health Care and Retirement Center in East Providence.

For the younger members of the workshop it's a matter of studying gerontology; for the older of giving their time, talents and love.

"This is the first time we've offered this workshop at RIC," said Graham, himself approaching retirement. He's not sure if other colleges offer anything similar but is sure the idea is something relatively new.

"There's only one textbook on the subject that I can think of. It's something that's still being developed," he said. However, there is a group out of Boston called "The New Wrinkle Theatre" that is doing great work in this area but "charging quite a bit for it."

"These people really enjoy our shows," he said, but the presentations "must not be too subtle or they go right over their heads." They like the old familiar songs with occasional touches of slapstick and "we encourage them to chirp right in with us when we sing."

As laughter is therapeutic, so is the RIC entertainment "to the degree in which we are able to get the audience involved," said Graham.

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As Christmas approaches and the year ends, RIC's Gerontology Department under the directorship of Dr. Gamal Zaki and those in the theatre workshop like to remember WHAT THEY DID and hope the New Year will enable them to do it again.

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In New Home

(Continued from p. 1)

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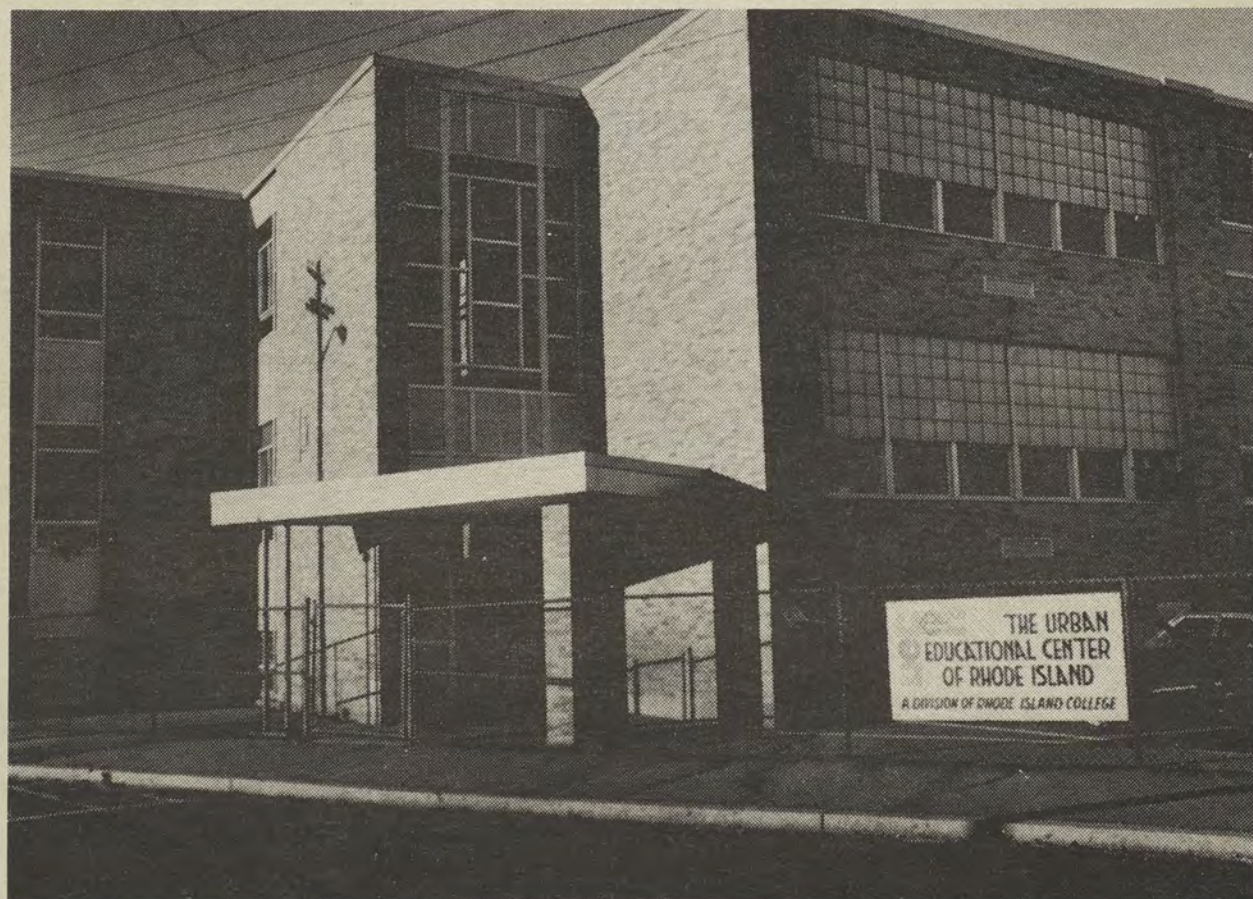
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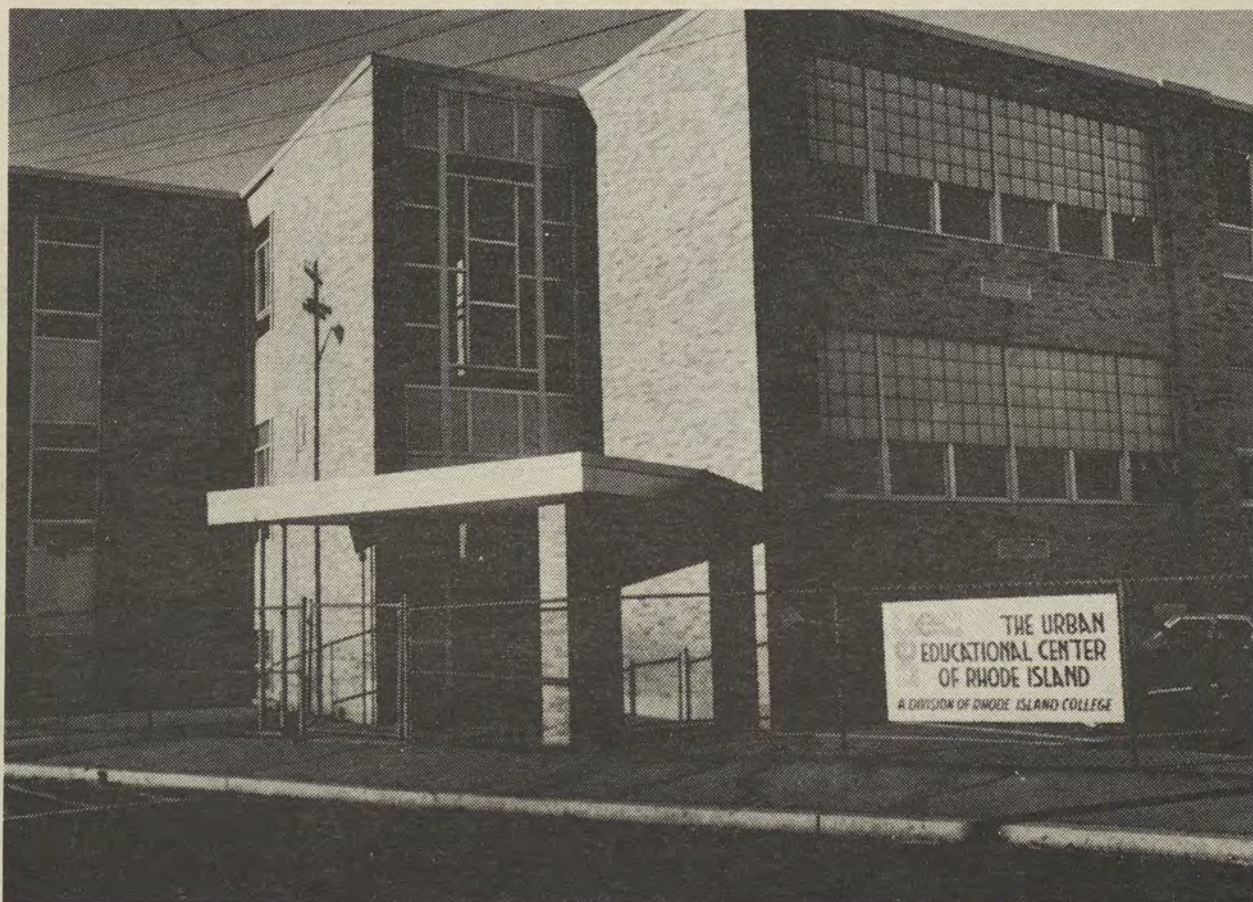
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sent budget and staffing levels according to Walton.

Three grant funded projects and an extensive general equivalency diploma (GED) testing program account for the bulk of enrollment at the center. There are also programs to prepare students for the GED tests, adult basic education classes, and a CETA sponsored program which combines preparation in English as a second language and high school equivalency in Spanish. Additionally, the center has a professional and personal development program which provides a variety of self-improvement courses. Clients at the center can also take RIC entry level courses if they have completed their GED and take a prescribed study skills program along with the initial RIC course.

Highest Volume Is At UEC

"We are still lacking key staff members for the job that needs to be done," Walton emphasizes. He cites the fact that there are two counselors on staff for the 1,000 clients the center serves.

"The UEC hasn't had a significant increase in its budget in the last several years," Walton points out. He supplies figures to support his contention, explaining that the state appropriated \$177,000 for the UEC in 1972 and today the appropriation is \$209,000. The staff has grown from seven to 25 in the last two years, he reports.

Further documenting the demand for the center's services, the affable director observed that of 11 places in the state offering GED testing the highest volume occurs at the UEC. Eighty percent of those tested come from the immediate area in South Providence.

Also accounting for the high enrollment in UEC programs are the grant-funded projects. The Associate Degree Program which resulted from a collaborative effort between RIC via the UEC and the Community College of Rhode Island offers degrees in five areas. The participants are low income and minority students primarily from Providence's inner city.

Nation-wide Model

The Educational Opportunities Center was formed through a collaborative grant also. The UEC and OIC combined to apply for a grant which supports the center which supplies information with respect to financial and academic assistance to individuals applying for admission to institutions of higher education. The third grant-funded project, Project Success, is an operation which provides vocational oriented college credit courses, high school equivalency preparation and supplemental career counseling to low-income minority and educationally disadvantaged adults.

The project directors for these programs are Jack Hermanson, Associate Degree Program, Roberto Gonzalez, the Educational Opportunities Center and Maryanne O'Shea, Project Success.

"The real life line of a place like the UEC is the ability to continue to experiment," says Walton, reflecting on the three new programs which have generated such interest at the center. "One of the things that has given the UEC life in the last two or three years is that we have continued with experimentation. The Fund for the Improvement of Post-secondary Education, (FIPSE) the funding agency, cited the Associate Degree Program as one of the more innovative efforts of its kind. As a result, the project received the maximum possible funding and FIPSE talked to us about using it as a model of inter-institutional collaboration nationwide."

"Lab" For New Concepts

The Associate Degree Program, which enrolls 134 students in classes at the UEC leads to degrees (conferred by CCR) in business administration, electronics, arts and sciences, and educational and social services.

The EOC, also an innovative project, assists clients in preparing applications for financial aid, provides tutorial help, serves as a recruiting and counseling pool for the disadvantaged, maintains satellite offices in four locations besides the UEC, and operates a telephone "hotline". In its first year of operation the EOC placed approximately 600 people in post-secondary institutions, 40 percent of all who applied. About 1,300 were helped in preparing applications for admissions, financial aid and the like.

(What's News reported on the EOC in the Nov. 3 issue. An article focusing exclusively on the Associate Degree Program is planned for Jan., 1981).

Identifying the target population for a good part of the UEC's programming as the "older than average student" Walton said that the UEC is a "lab" for trying out new concepts, a place to work with the older population. He said that he hopes that the UEC will be able to keep on providing services to the people who receive the GED through the center.

"Foothold In Community"

"A great deal of motivating goes on here, some real hand-holding experiences," he observes. "A lot of people aren't even aware when they enter that the UEC is part of a college. At that point it isn't even that important that they are (aware)."

Three of the largest low income housing facilities in the city are within 5 or 6 blocks of the center, Walton points out. Providence's Adult Education Program has experienced cutbacks which resulted in the assessment of a fee for its GED testing program. The upshot has been an increase in the number served by the UEC. Walton feels that the center is coming into its own in a setting which will allow it to function as it was originally intended to function. That is why he is insistent on the need for expanding the counseling capability at UEC.

"We have a real foothold in the community. We can create a real impact," he says. Referring to the work of the EOC, he points out that the UEC is getting more involved with career counseling, deeper level counseling.

"Now we're at a point where we can begin to impact more on the lives of people. For a lot of the individuals who come in here it is their second shot at making a life, a career. We are giving them the second shot," he adds.

Primary To RIC's Mission

Walton suggests that the UEC's ability to offer programs and add counseling capability would be strengthened if RIC would assign faculty members to the center "in load".

It would, he claims, allow greater curriculum flexibility at the center.

"One of the college's greatest contributions to the state of Rhode Island is the UEC, and many at RIC may not even realize it," Walton offered with a trace of irony. "This center is impacting on the population with the greatest need for what a college can offer," he said, commenting that the UEC was "primary to the college's mission."

He went on to say that given the proper direction the UEC is a vehicle which can give focus to education for adults in the urban community. Recalling that the center has had a turnover in the director's post which saw five different people at the helm in 10 years, he emphasizes the stability and potential for progress now that a new facility and continuity in leadership exists.

"We would not have been able to realize this facility which allows the UEC to do so many new and different things, had it not been for the support and encouragement given by Dr. (David) Sweet and John Speer (RIC's controller/treasurer)," he points out.

One Program, Two Groups

Among the new challenges facing the staff at the center is the shifting make-up of the population of the inner city. Walton reports that "probably every nationality in the world" is represented among the users of the UEC services. Hispanic residents in Providence almost equal the black population now and one of the most dramatic increases in minority populations is in the numbers of Indo-Chinese peoples coming into the city.

Walton explains that a variety of Southeast Asian groups are represented in the influx, many of which do not have a common language and some of which do not have a written language as it would be understood in the West. Currently, the UEC is able to offer just one English as a Second Language program to both Hispanics and Indo-Chinese, a situation which occurs through necessity but which he stresses is not satisfactory.



STUDYING TOGETHER at the UEC are (l-r) Mrs. Betty Newsom, Anita C. Breault and Mrs. Ethel Houston, all participating in the associate degree program.

'I Want Better Things'

Anita C. Breault of Pawtucket is one of 134 adults in the Urban Educational Center's associate degree program who "wants better things" out of life.

"Fed up" with nursing as an LPN and on disability compensation since receiving a work-related back injury last year, she's been taking English composition and basic accounting at the UEC to qualify as a hospital administrator.

The combining of two "careers" - nursing and business administration - or attempts to change careers are what motivates some of the students.

Mrs. Betty Newsom has done social work but now "can't get around on my feet" as well as she used to and would like an office desk job.

When asked how old she is, Mrs. Newsom said, "I'm 63." The interviewer remarked, "That's not bad. You've got a long way to go yet." To which she shot back: "That's why I'm here!"

Mrs. Newsom resides in nearby South Providence and can walk to the center "when I have to."

For many of the associate degree students, taking courses at the UEC is more a matter of cost than convenience.

The college-level courses *per se* are free. There is a registration fee and other administrative costs that total between \$30 and \$40 plus the cost of the textbooks that each student must buy for him or herself.

But, for those out of work for one reason or another and, hence, on a very restricted budget, the UEC is a God-send. Equivalent courses at either Rhode Island College or Rhode Island Junior College run between \$90 and \$120 per course.

"The RIC course at RIC costs money. The RIC course here is free!" points out Miss Breault.

"Cost is a key factor," said John B. Hermanson, program director. "The project is specifically geared to low income and minority groups."

"I would like to go fulltime to RIC to

hurry it up," says Miss Breault who attends the UEC classes three nights a week (from 6:30 to 9:30), but until things get better for her financially "this is fine for me now."

Anita heard about the UEC program by word of mouth as did Mrs. Ethel Houston of East Greenwich. The "word of mouth" came from Mrs. Houston's daughter, Kathy, who wanted to take a course or two herself but simply needed a ride to the center.

She talked her mother into taking a course so they could drive in together, "then she dropped out and I became even more interested," said Mrs. Houston who continues to come each week for an accounting course.

All three women have high praise for the UEC and its staff and the staff's concern for their students' welfare. Of particular note is the security provided in the person of Walter Smith, a uniformed guard who lends a feeling of safety to the students, particularly the women who must come to the evening classes through an area not particularly well-lighted.

"This is the neighborhood we draw from," pointed out Hermanson. It is centrally located for most of the students and being enclosed and very well lighted "people feel safer than on an open campus," he said.

"It's all very friendly," said Miss Breault, to which Mrs. Newsom added, "There's real comaraderie among the students and the students and staff."

Cecelia Thompson, coordinator/counselor, seems especially helpful and well liked by the students.

Many of the students sharing the same course frequently go to one another's homes to study together which is proof positive that the UEC is more than just a center for studies.

It has become - in the minds of the students - more like a community center where friendship serves as the incentive today and hope lights the way for tomorrow.

Jose Gonzalez To UEC Post

Jose Gonzalez, 26, of 12 Tobey Street, Providence, has been appointed as a counselor at the Urban Educational Center.

Gonzalez, who had been employed in a CETA program at the UEC was named to the staff of the center proper on Dec. 1. A 1976 graduate of Rhode Island College, Jose holds a BA in social work and Spanish. In 1978 he earned his master's degree in bilingual-bicultural education at RIC.

While at RIC as a student, he was active in the college's Tai-Kwon-Do club, a martial arts organization of which he was president and later advisor. He also helped form the Latin American Students Organization at the college.

As a graduate student he worked as a graduate assistant in the office of continuing education and later he was



Jose Gonzalez

employed as a senior counselor in the special services program.

Prior to joining the UEC's CETA program he was employed in a bilingual high school program and in the "college adaptor program", both in New York City.

Chances are that the UEC will find a way to meet the need. Coping is what justifies the existence of the center. As Walton notes, "You have to have quite a bit of creativity attached to a place like this. It won't just grow by coming to work every day."

Handicapped

(Continued from p. 1)

hands on specially designed equipment.

There's no grant funding involved in the workshop.

About a year and a half ago, Tumminelli simply called the Meeting Street School and "asked if they wanted to send some kids over."

It wasn't long before they arrived - some blind, some confined to wheel chairs with cerebral palsy - and have been attending the classes ever since for one hour per week, the time donated by Tumminelli.

Had Similar Effect

At this point it's not a case of mainstreaming as the Meeting Street School children do not take the classes with non-handicapped children, but the results of their weekly visits have had an effect on Tumminelli similar to that produced in the teachers of the deaf, their regular students and the students' parents.

"I've found working with these children I've developed more tolerance for non-handicapped kids. They have a stick-to-itiveness that inspires you," he added with a touch of amazement, adding, "The inner reward you get pushes you on to greater things."

The teachers at Henry Barnard had taken steps to prepare themselves for mainstreaming the hearing impaired children in what looked like might be a ticklish project. One senses the apprehension they must have had, not having had any previous experience with deaf children.

A series of steps was taken to facilitate the process of what was then thought would be "coping" with the deaf: an introductory sign language course for the teachers; an exchange of letters between the children at Henry Barnard and those from the school for the deaf; time spent explaining deafness and hearing aids and, through the use of games, the teaching of simple "signs" to the Henry Barnard children and, finally, some preliminary meetings wherein the children from each school spent an hour and a half each week sharing an activity period at sites alternating between the two schools.

Day of Reckoning

In anticipation of the initial merging of the two groups into a semi-structured class environment, finger spelling some simple sign language became part of the Henry Barnard group's daily activities.

The day of reckoning approached.

Some initial experimentation which involved, at one point, the making of Halloween masks by the children from both schools proved "a disaster."

In an article outlining the early stages of the program written for *Education Unlimited*, teachers Haven Starr of North Providence, Judy Kelly, Elaine DuFusco of Providence, all of Henry Barnard, and Julie White of the school for the deaf, said, "We learned from this and several other activities that there was too much tension and they were just not comfortable with each other at this point."

They learned that a less structured activity and one involving the requirement of less skills was needed. From there it was decided to have the children do what children like best - play.

Consequently, a non-competitive non-verbal "socialization" under the guidance of Starr took place where the children were just allowed to get to know one another via playing of games.

"We wanted to avoid the contrived and forced situation that had been created by our early mask-making and other sessions which had required a lot of communication," reported the teachers.

Through non-competitive and non-verbal games, the children could meet on equal footing and not experience the tension of having to communicate, succeed, or win. "It we could reduce the tension

for them, we hoped they would begin to see each other not as 'deaf' and 'hearing' but just as kids."

Experience Success

Then slowly they got into class activities - at first rather non-academic such as home economics with Mrs. Kelly. "This gave the children the opportunity to work in a group and experience success," said Sevey.

Gradually, some of the hearing impaired children were introduced into a fourth grade math class with Starr which took four afternoons per week last academic year. This same group is now studying fifth grade math with Katherine Radice of Providence and another group has been introduced to the fourth grade level.

Last spring the "youngest group ever used" was introduced to the socialization process on the second grade level with Joyce Jarvis of Providence as teacher. A portion of the same group is now at the third grade level with Debbie Svengalis of Foster guiding the socialization. Lois Fain and Sue Walker, both from the school for the deaf, also participated in the socialization process.

Each group, it is hoped, will proceed each year on to the next grade until finishing the sixth grade which is the exit level at Henry Barnard.

The teachers report the children from both groups have grown in confidence and increased inter-action. They began to seek out each other for partners and small groups. They developed their own communications systems using any and all modes: writing, finger spelling, singing, speaking, pointing, miming and even using each other as interpreters.

You'd Be Amazed

"You'd be amazed how many of our kids are already familiar with the deaf alphabet because of Sesame Street," said Kelly.

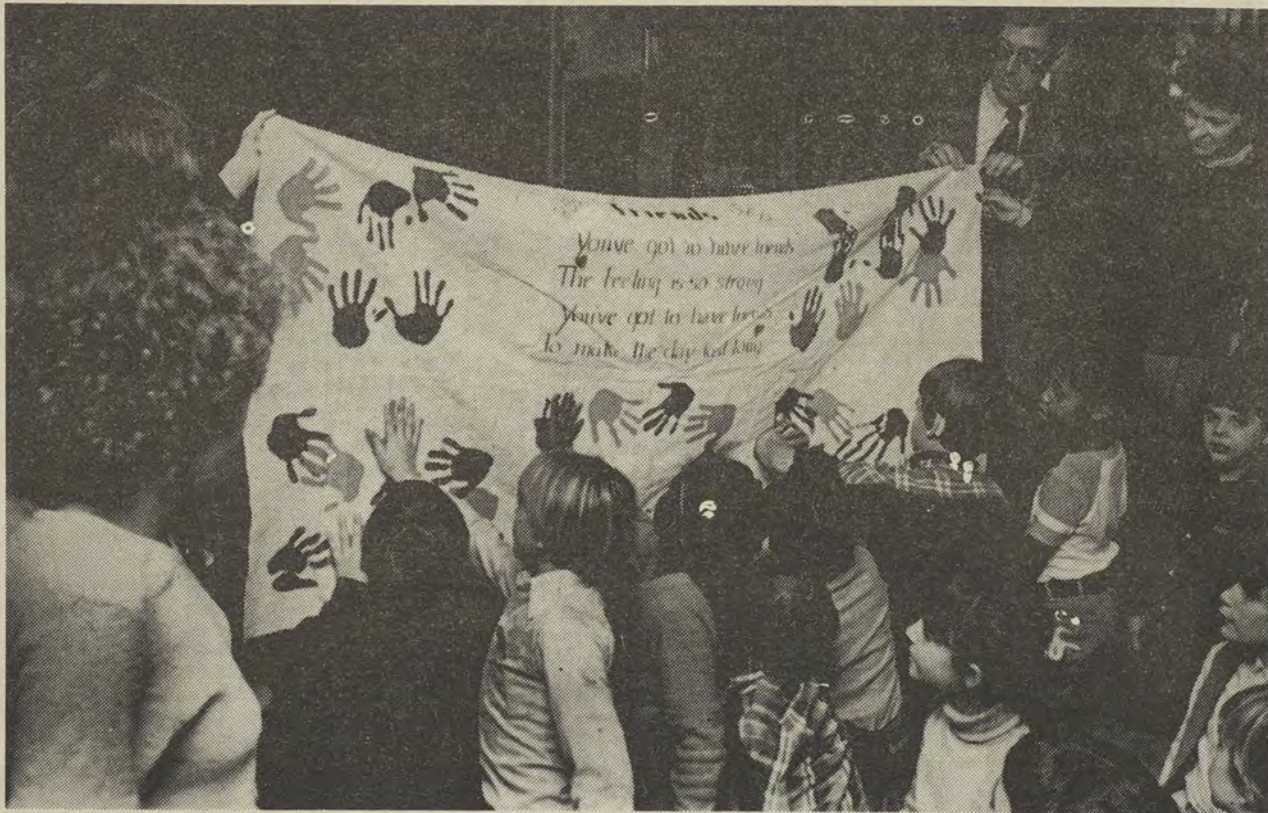
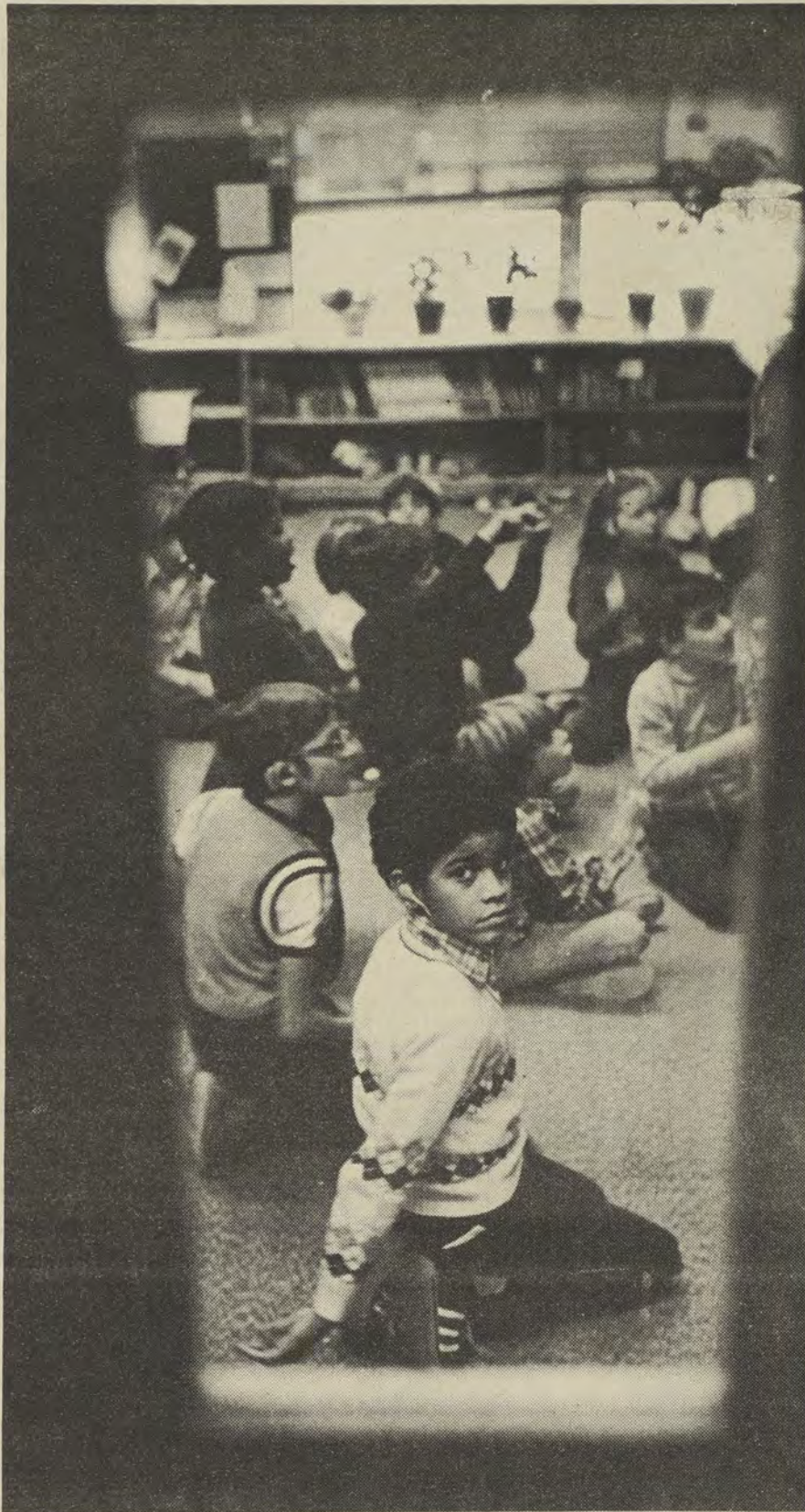
"They accepted each others' limitations but were not inhibited by them. We can really see the deaf children blossom in confidence," said Kelly, adding, "the most important thing that has developed is the feeling among the children that 'we're all kids.' It's not a case of 'you're deaf and I'm not' or the other way around."

"The stress here isn't on the differences. It's on the likenesses," said Sevey.

He says his students are learning that "we all have handicaps but in different ways. A handicap isn't always obvious and doesn't necessarily impede. It just means we all must learn to operate in our own way."

After nearly three years of mainstreaming "we don't feel we're giving something to them," said Sevey in reference to the deaf children, "they're giving to us and we're sharing in a very deep sense."

This "sharing," he explains, is the feeling, being imparted whether consciously or unconsciously, that "handicapped or not - we're all basically alike."

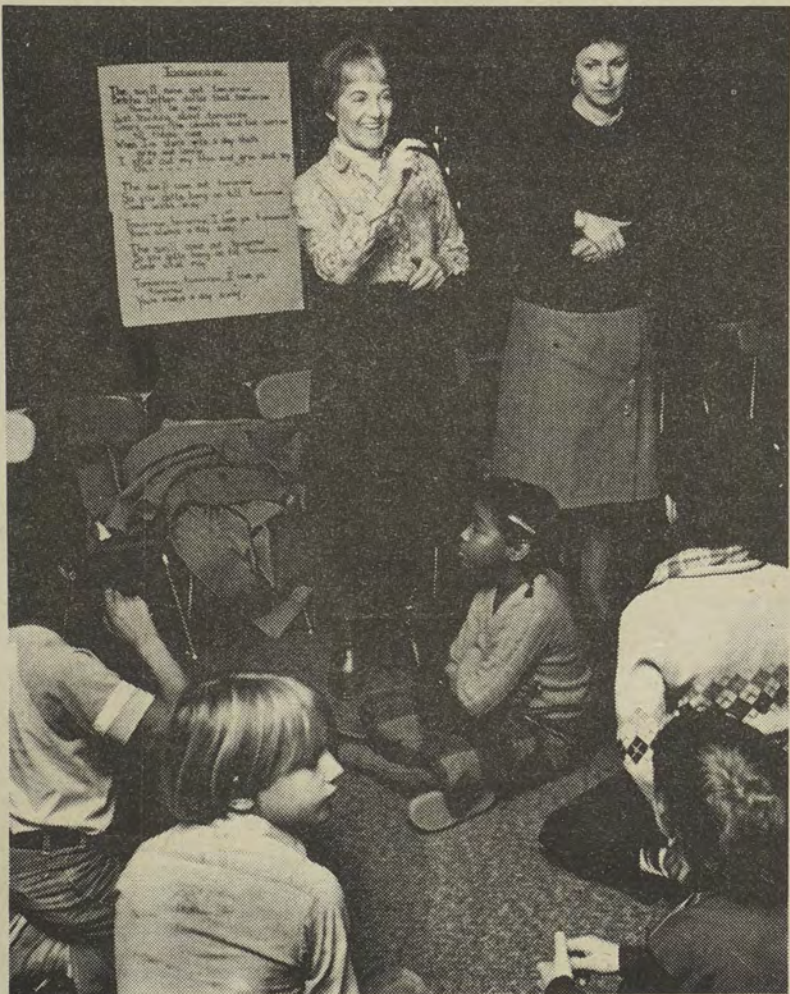


Contract Signing Set

The agreement between the Urban Educational Center and the Opportunities Industrialization Center to operate the Educational Opportunities Center jointly will be signed on Jan. 7 at 10 a.m. at the UEC. Dr. David E. Sweet, RIC president, and Michael VanLeesten, director of OIC, will take part in the contract-signing ceremony. Roberto Gonzalez, director of the EOC, will be present as will the advisory board members of the two organizations.



What's News Photos
by
Peter P. Tobia



RIC Home Base For Brazilian Visitors

Three representatives from Brazil recently concluded a 12-day visit to Rhode Island during which Rhode Island College served as their home base.

They were guests in Rhode Island under the auspices of Partners of the Americas, a private sector, non-profit corporation which aims to promote closer relations between the United States and Latin and South American countries.

David E. Sweet, RIC president, is currently "agent in charge" for the corporation in Rhode Island and as such served as host to the three visitors.

Representing Sergipe, Brazil's smallest state, were Olympio Seixas, the group's leader, Dr. Jose Hamilton and Jackson Santos. Seixas is a private businessman who owns and operates an English speaking school in Sergipe. Hamilton is a psychiatrist who owns his own clinic and serves on the faculty of Federal University in Sergipe, and Santos is with the State Ministry of Education there.

The trio lived in RIC's residence halls while in Rhode Island and were exposed to a variety of cultural, educational and governmental activities during their stay. A meeting with Governor J. Joseph Joseph Garrahy and Dr. Sweet led to discussions of possible exchange visits between Rhode Island leaders and officials from Sergipe.

Sweet pointed out the potential for furthering business and commercial as well as educational ties between the two states, noting the significance of the jewelry industry to the Rhode Island economy and the fact that Brazil is a major exporter of precious gems.

Garrahy expressed substantial interest in educational and commercial exchange programs with Sergipe and said he would like to visit the Brazilian state. Seixas indicated that the governor of Sergipe would be willing to come to Rhode Island in July, 1981.



GOV. J. JOSEPH GARRAHY holds a copy of *What's News at RIC* which carried a story on RIC's Patricia A. Sharkey and her recent visit to the Federal University of Sergipe in Brazil where she served as artist-in-residence in a cultural exchange program. At right of the governor is Fred L. Hansen, international trade director of the state Department of Economic Development; Dr. Jose Hamilton who serves on the Sergipe faculty, and Dr. David E. Sweet, RIC president. All parties agreed to explore future economic and cultural development between Brazil and Rhode Island.

Fred L. Hansen, international trade director of the Rhode Island Department of Economic Development, met with the group, promised to provide an informational kit for each of the visitors, and asked that they in turn send him one from Sergipe. He said that in that way they will be able to "compare our industries and see what can be

developed."

While in Rhode Island, the Brazilian representatives participated in a variety of community activities, attended the RIC Chorus and Symphony Orchestra's presentation of Handel's *Messiah*, attended functions in Providence and Newport and met with many members of the RIC faculty and staff.

Partners of the Americas endeavors to encourage common participation among American states and Latin and South American states in exchange programs and in activities involving "mutual cooperation" with the common goal being "(to advance) the social and economic well-being of the peoples of the Americas."

COGE Report

(Continued from p. 1)

section will essentially maintain the college's current policy regarding writing competency. Glazer said that the testing requirements inherent in the other sections of recommendation III implied substantial changes in current college admissions procedures and hence need more study.

A meeting of the curriculum committee was to be held in the Regents Board Room, Roberts Hall on Friday, Dec. 12 from 10:30 a.m. to 4 p.m. Another is planned for the same time period on Dec. 17, also in the Regents Board Room. At the time *What's News* went to press, recommendation V was on the floor. Subsequent recommendations dealing with transfer students and credits (VI) and a recommendation suggesting continuation of the committee on general education (VII) were yet to be considered. The curriculum committee has been moving through the recommendations category by category.

"In terms of a time line we really need to get decisions made through recommendation V if (the general education program) is to be implemented next fall," Glazer said. Recommendation V

spells out the distribution requirements for the program.

Glazer pointed out that this is the fourth year in succession that a revision of the general education program has been proposed. The COGE has been meeting with the curriculum committee as it deliberates in order to be able to discuss the report and its recommendations as necessary.

Glazer said that the goal of the curriculum committee is to get the curriculum established, explaining that it can be modified as practice indicates once it is in place.

The proposed general education program as outlined in the report containing the recommendations of the COGE was circulated on campus Sept. 8, 1980. Glazer said that copies are still available on request.

We are pleased to inform the campus community that **Kenneth Kazlauskas**, a senior and starter of the RIC Basketball Team is at home in Waterbury, Conn., recuperating nicely from the injuries he sustained in an auto accident on Nov. 30.

Professor Noel Chadwick of the department of modern languages is at home for the remainder of the semester recuperating from a mild heart attack he recently experienced.

Miss Linda Godinho, an instructor in Portuguese in the department of modern languages is recuperating at home from recent surgery at St. Luke's Hospital in New Bedford.

We regret to learn of the death of **Alfred D'Onofrio** on Dec. 7. He was the brother of **Dr. Lenore DeLucia**, director of institutional research and planning.



Notes From Bernadette

by Bernadette V. Small

Workshop Site

The United States Department of Education (USDE) will hold a one day workshop at RIC on the impact of USDE's newly issued "Education Division General Administrative Regulations" (EDGAR) on January 19, 1981.

According to John C. O'Neill, director of the bureau of grants and sponsored projects at RIC, who arranged for the workshop to be held at the college, individuals interested in taking part should contact him prior to Dec. 22.

The primary focus of the EDGAR workshops will concern the changes governing the submission, receipt, and funding of discretionary funded applications and/or programs.

To be conducted by experienced USDE region I personnel, the workshop will include these principal topics: (1) How to develop a competitive application, (2) a review of the USDE's application review procedures, and (3) an outline of the responsibilities of a grantee and the granting agency.

The RIC workshop is one of five region one presentations between Jan. 13 and Feb. 3. The workshop will convene at 9 a.m. and run until 4 p.m. It will take place in the Faculty Center. For more information call O'Neill at 456-8228.

Focus on the Faculty and Staff

Dr. Gary R. Grund, associate professor of English, had an article, "Rhetoric as Metaphor: Some Notes on Dramatic Method," published in *Etudes Anglaises*. Another article, "The Queen's Two Bodies: Britomart and Spenser's *Fairie Queen*, Book III," was accepted for publication by *Cahiers Elizabethains*. Professor Grund also presented a paper at the Conference of British Studies on "Spenser and Elizabethan Political Theology" held at Worcester State College.

Dr. Richard A. Lobban, Jr., associate professor of anthropology/geography, was elected treasurer of the Society for Urban Anthropology and, hence, becomes a founding officer of this national organization.

Dr. Mariano Rodrigues, associate professor of mathematics, was one of several speakers at the fall conference of the National Council of Teachers of Mathematics and the Association of Teachers of Mathematics in New England at the Marriott Hotel in Providence in November. His topic was "The Golden Mean Strikes Again" which covered how architects and artists incorporate The Golden Mean into their

work.

Other speakers include: **Helen Salbert** and **Barry Schiller**, assistant professors of mathematics who spoke on their recent study, "A Decade of Teacher Ratings."

Dr. Henry P. Guillotte, associate professor of mathematics, who spoke on "Mathematical Music" which covered the equivalence of songs from a mathematical point of view;

Barbara J. Gilfillan, assistant professor of mathematics, who presented "Chinese Geometry in Seven Easy Pieces" which teaches concepts of area, perimeter, congruency, similarity, etc. via construction of a Chinese tangram puzzle;

Vivian R. Morgan, assistant professor of mathematics, led an activity entitled "Stimulating Interests in Mathematics" which concerned various methods for making math come alive in the classroom by use of interest centers;

Dr. Arthur F. Smith, professor of mathematics from the Calendar" in which he discussed mathematical applications from a calendar which could be geared to various levels of secondary school mathematics;

Ann Moskol, assistant professor of mathematics was moderator of a panel which considered "Women in Mathematics: Past, Present and Future."

Professor Gilfillan was elected to serve as treasurer of ATMNE this year.

To Appear on T.V.

A representative or two from RIC's Rehabilitation Counselor Education Program will appear on Channel 36 WSBE, this Friday evening at 7 o'clock to discuss what's being done for Rhode Island's handicapped population.

Host for the weekly show, entitled "The 13th State," is Glenn Russell.

What's News interviewed Drs. Hanoeh Livneh, John Evans and Richard Ober of the rehabilitation counselor education program for its article "More Aged, Handicapped - or Just More Visible" which ran in the Nov. 24 edition and which prompted the invitation to the RIC professors by Channel 36.

One or two of the three RIC professors are scheduled to appear along with several other authorities on Rhode Island's handicapped.



POINTING OUT some of the sights in the State House is President David E. Sweet. The admiring on-lookers are (from left) Josés Hamilton, Olympio Seixas and Jackson Santos, all from Brazil. Dr. T.S. Tegu, professor *emeritus* (on right) served as interpreter.

Rare Occurrence:

2 in Unit Receive Grants

In what was termed as a rare occurrence, two members of RIC's anthropology/geography department have been awarded one year grants of up to \$22,000 each by the National Endowment for the Humanities.

Recipients are Dr. Terence E. Hays and Dr. Richard A. Lobban, Jr., both associate professors.

Sandra L. McLean, assistant director of the bureau of grants and sponsored projects, said that over 9,000 persons apply annually for the NEH grant which provides opportunities for teachers "to develop their knowledge and understanding of their fields." Of these, she pointed out, only one in nine receive the grants.

"Competition is very stiff" for these grants, said Dr. Sheri L. Smith, assistant dean of arts and sciences.

"It's a very big honor as is," she noted, "but for two at the same college and even two in the same department..."

The Fellowships for independent study and research are for scholars, teachers and others who can make significant contributions to thought and knowledge in the humanities, says NEH.

In addition to developing their knowledge and understanding of their fields, the grant provides opportunities for teachers to revise their current courses or design new ones, and to enhance their abilities as teachers and interpreters of the humanities.

A fellow must devote full time to the fellowship study and may not accept a teaching assignment or undertake any other major activity during the tenure of the fellowship, states DEH.



AWARDS: Recipients of Elizabeth S. Carr trust fund scholarships (top photo) with John S. Foley, executive director of advancement and support, are Roberta Jean Kay and Deborah L. Whitmire Higgins. Also in photo is Dr. Richard A. Green, chair of elementary education. Receiving RIC Associates Awards (lower photo) as Frank Spinelli (left), group president, looks on, are Vera Masura, Gail Danella and Mark Capasso. At right are Holly L. Shadoian, director of alumni affairs, and Foley.



Come Audition

The RIC Alumni Association will hold auditions for *The Entertainers* on Jan. 24 and 25 from 1 p.m. to 4 p.m. A delightful cabaret style production replete with song, dance and vignettes, the show was written and will be directed by David Payton, class of 1977.

The auditions will take place on campus by appointment only (rooms have not yet been scheduled). Call backs will be on the night of Jan. 25.

Those who audition should bring a song, and prepare a brief reading or character interpretation. Auditions will last 10 to 15 minutes. A piano and accompanist will be present but those auditioning may bring their own accompanist if they wish.

The production will run from April 1 to April 5 in the Student Union Ballroom. The show calls for a large cast. Alumni of all ages and backgrounds are invited to try out.

To set up an audition call the office of alumni affairs at 456-8086.



Scholarship Awards Marked

In recent weeks Rhode Island College has had the pleasant task of awarding scholarship funds to six students through two different programs.

In late November the RIC Associates, the college's organization of parents of students and friends of RIC, presented its annual awards to outstanding scholars. Four students selected on the basis of credits earned at the college, quality points and cumulative average, were chosen for the associate's awards. Top scholars in each of the three upper classes are picked. Awards are \$200.

Senior recipient was Mark Capasso. Gail Danella received the junior class award and the sophomore award was shared by Vera Masura and Mary Ellen Mowry. All of the recipients have perfect 4.0 averages.

Also presented by the college in early December were the Elizabeth S. Carr

Trust Fund Scholarships. Two awards of \$150 each were made under the terms of a trust fund established by the estate of the late Roy E. Carr in memory of his daughter Elizabeth, a teacher who died at the age of 31 in 1960. The scholarships are intended to carry on her interest in teaching, especially in the area of young children, in kindergarten, first and second grades. Roy E. Carr was a former trustee of state colleges.

Receiving the Carr awards were Debra L. Whitmire Higgins, class of '81, and Roberta Jean Kay, class of '82. John S. Foley, executive director of advancement and support presented the awards.

The RIC Associates Awards were presented by Foley, and Holly L. Shadoian, director of alumni affairs, in conjunction with Frank Spinelli, president of the RIC Associates.

Chamber Music Slated

Chamber music ensembles from the American Band will present an evening of chamber music for winds as part of the Rhode Island College Chamber Music Series on Wednesday, Dec. 17 at 8:45 p.m. in Roberts Hall, Room 138. No admission will be charged.

The concert marks a departure from the American Band's regular concert fare. The program will feature the music of French and American composers written for both conventional and unconventional instrumental ensembles.

The French school will be represented by the music of Yvonne Desportes' *French Suite for Clarinets* and Jacques Ibert's *Trois Pieces Breves* for Woodwind Quintet.

The American school of composition will be represented by Arthur Frackenpohl's *First Brass Quintet* and John Cheetham's *Scherzo* for Brass Quintet. Also performing American music will be a tuba quartet in Robert Beadell's *Three Sketches*.

The program is being coordinated by Dr. Francis Marciniak, conductor of the American Band and professor of music at Rhode Island College. Members of the band who will be performing are: Cynthia Ladd, Patricia Allenson, Maria Lattimore, Diane Duhaime, Ruth Gould, Linda Plouffe, Ronald Cardillo, Susan Westcott, Robert Izzo, Henry Homsany, Kevin Kane, Colin Kane and Steven Noel.

Happy Holiday
Season
From The
Staff of
What's News at RIC



Through Cooperative Ed:

Students Learn and Prosper

by John Rufo

If I had a penny for every time someone questioned the practicality of my liberal arts education, I could buy a brand new, hard cover edition of *Ulysses*. We've all heard tales of academicians who are gainlessly employed as dishwashers and cab drivers as they await the coming renaissance.

For years, graduates have poured out of colleges and universities, knowing only the innards of the classroom. The very talented easily found employment in their fields, or - in the case of writers and artists - took menial jobs until their work was recognized. But the majority of liberal arts graduates either battled for secondary teaching posts, took professional positions in other fields, or applied to graduate schools.

Another Option

The Rhode Island College Department of Cooperative Education offers that majority another option. Established in 1975, the office helps enrolled students find work relevant to their fields of study. In the process, the students may simultaneously earn a maximum of 24 undergraduate credits, or - where applicable - six graduate credits. Depending on the individual's field of study, the credits may fulfill major or elective requirements.

In its five years, the co-op program has expanded from an initial enrollment of eight students to last year's total of 252. Coordinator Ellen Weaver-Paquette, who manages to squeeze 12 hours of work into an eight hour day, estimates that well over 200 students will participate in the program over the 1980-81 academic year.

As coordinator, Ellen concerns herself largely with job development, a task which makes the non-academic world aware of co-op services, and which puts the right students in the right places.

On The Telephone

Ellen spends much of her time on the telephone. She employs the power of persuasion, somewhat like a sales pitch, in selling the program to perspective employers. Some give it a try and others need convincing. Persistent and assertive, resembling Gloria Steinem in appearance and attitude, Ellen approaches her job with the zeal and conviction of a labor organizer. She is assisted in job development by Dr. Earl Stevens of the RIC English Department and Dr. John Crenson of the Elementary Education Department.

According to Co-op director, Dr. Walter Blanchard, the department pursues a number of avenues in recruiting possible employers. When asked about assistance and cooperation of other campus employment offices, he responded, "The offices of student employment and career services have been very helpful to us." A pipe smoker who continuously experiments with the

length and shape of his beard, Dr. Blanchard's composed demeanor is in sharp contrast with Ellen's excitable nature.

While Ellen fields the questions and problems of student and employers alike in the cluttered Gaige Hall office, Dr. Blanchard spends a good deal of his time immersed in paper work. He is currently assembling a brochure "which makes the college more visible as a resource for employers." He also conducts a "Co-op 150" classroom course for freshmen and sophomores. According to Dr. Blanchard, the classroom session "helps students establish realistic career goals and gives them direction."

Operates Smoothly

The co-op office operates smoothly, especially when considering that the small staff must answer to over 200 students and nearly 150 agencies during the academic year. The successful operation owes a great deal to secretary Phyllis Gath and to those faculty members who serve as seminar instructors for co-op participants.

There are currently 12 seminar groups composed of co-op students from different academic disciplines. At the weekly two hour sessions the students and their instructor discuss their placement, individual goals, and the attainment of those goals. All co-op students are required to submit a learning contract, mid-term paper, oral presentation and a final paper. The seminar sessions are intended to link the student's job placement and academic program.

At the seminar the students are given the opportunity to open up with one another and share problems. For some students the seminar group serves a supportive function: the assembly of fellow students and workers echoing and justifying complaints.

Career Choices

For others the seminar offers the opportunity to articulate the reasons behind career choices, and the merit of a particular position. At the end of each semester, students have the chance to evaluate their employer, instructor, and the entire program.

With a young program, the co-op administrators are steadily looking for ways to improve, as well as expand their services. Presently, RIC is the only state college which offers an unsubsidized cooperative education program. Last year's enrollees earned \$368,000 through the program, at an average of \$2,500 per placement. Most of the students were on the direct payroll of the employer.

RIC's successful program can and will be used as a model for other college co-op programs. In April Dr. Blanchard will speak at a regional conference on cooperative education attended by members of the academic and business communities.

Giving skills off-campus, cooperative education has breathed new life into liberal arts at RIC.



"Alumni House, Rhode Island College"
From an original sketch
by Arlene Sweet

Warm Wishes for the Holidays

David and Arlene Sweet
Rhode Island College

Calendar Of Events

DECEMBER 15 - JANUARY 24

DECEMBER 15 - Beginning of Spring Semester, 1980.

TUESDAY, DECEMBER 16

1-2 p.m. *Anchor Christian Fellowship Meeting*. Student Union, Lounge F.

WEDNESDAY, DECEMBER 17

2-3:30 p.m. *Anchor Christian Fellowship Meeting*. Student Union, Lounge F.

2-4 p.m. *Harambee Meeting*. Student Union, Room 304.

2-4 p.m. *WRIC Radio Meeting*. Student Union, Room 310.

8:15 p.m. *RIC Chamber Music Series*. The program (for winds) will feature the music of French and American composers written for both conventional and unconventional instrumental ensembles played by ensembles from the American Band. Admission is free and the public is welcome. Roberts Hall, Room 138.

FRIDAY, DECEMBER 19

1-3 p.m. *School of Education and Human Development Meeting*. Horace Mann Hall, Room 064.

SUNDAY, JANUARY 4

7 p.m. *Men's Basketball*. RIC vs. Longwood College, Va. Away.

TUESDAY, JANUARY 6

8 p.m. *Men's Basketball*. RIC vs. Washington & Lee, Va. Away.

WEDNESDAY, JANUARY 7

8 p.m. *Men's Basketball*. RIC vs. Lynchburg College, Va. Away.

SATURDAY, JANUARY 10

10 p.m. *Wrestling*. (N.J.) Tourney. Away.

TUESDAY, JANUARY 13

8 p.m. *Men's Basketball*. RIC vs. Eastern Nazarene. Away.

THURSDAY, JANUARY 15

4-7 p.m. *Urban Education Center Open House*. 126 Somerset Street, Providence.

6 p.m. *Women's Basketball*. RIC vs. Keene State College. Away.

FRIDAY, JANUARY 16

1-3 p.m. *School of Education and Human Development Meeting*. Horace Mann Hall, Room 064.

SATURDAY, JANUARY 17

12 Noon. *Wrestling*. RIC vs. Wesleyan University. Home.

7 p.m. *Women's Basketball*. RIC vs. Westfield State College. Home.

SUNDAY, JANUARY 18

3 p.m. *American Band Goes To The Circus*. Francis Marciniak, conductor. Roberts Hall, Auditorium.

1 p.m. *Ceremony & Reception for Mid-Year Graduates Class of 1981*. Donovan Dining Center.

MONDAY, JANUARY 19

7 p.m. *Women's Basketball*. RIC vs. Clark University. Away.

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7 p.m. *Gymnastics*. RIC vs. Boston State College and Keene State. Away.

WEDNESDAY, JANUARY 21

6 a.m. *Wrestling*. RIC vs. Boston State College. Home.

8:30 p.m. *Men's Basketball*. RIC vs. Western New England. Home.

THURSDAY, JANUARY 22

11 a.m.-4 p.m. *Art Exhibition*. Featuring Richard Lutske, collage. Lutske is represented by the O.K. Harns Gallery, N.Y.C. Art Center, Bannister Gallery.

5:30 p.m. *Women's Basketball*. RIC vs. Fitchburg State College. Away.

8 p.m. *RIC Performing Arts Series*. Featuring Youri Egoran, Pianist. Admission is \$6.50 general, \$3.00 with RIC I.D. Roberts Hall Auditorium.

SATURDAY, JANUARY 24

1 p.m. *Wrestling*. RIC vs. Worcester Polytechnic Institute and the University of Maine (Presque Isle). Away.

2 p.m. *Women's Basketball*. RIC vs. Plymouth State College. Home.

2 p.m. *Gymnastics*. RIC vs. West Point. Away.

8 p.m. *Men's Basketball*. RIC vs. Southern Connecticut State College. Home.

Through Cooperative Ed:

Students Learn and Prosper

by John Rufo

If I had a penny for every time someone questioned the practicality of my liberal arts education, I could buy a brand new, hard cover edition of *Ulysses*. We've all heard tales of academicians who are gainlessly employed as dishwashers and cab drivers as they await the coming renaissance.

For years, graduates have poured out of colleges and universities, knowing only the innards of the classroom. The very talented easily found employment in their fields, or - in the case of writers and artists - took menial jobs until their work was recognized. But the majority of liberal arts graduates either battled for secondary teaching posts, took professional positions in other fields, or applied to graduate schools.

Another Option

The Rhode Island College Department of Cooperative Education offers that majority another option. Established in 1975, the office helps enrolled students find work relevant to their fields of study. In the process, the students may simultaneously earn a maximum of 24 undergraduate credits, or - where applicable - six graduate credits. Depending on the individual's field of study, the credits may fulfill major or elective requirements.

In its five years, the co-op program has expanded from an initial enrollment of eight students to last year's total of 252. Coordinator Ellen Weaver-Paquette, who manages to squeeze 12 hours of work into an eight hour day, estimates that well over 200 students will participate in the program over the 1980-81 academic year.

As coordinator, Ellen concerns herself largely with job development, a task which makes the non-academic world aware of co-op services, and which puts the right students in the right places.

On The Telephone

Ellen spends much of her time on the telephone. She employs the power of persuasion, somewhat like a sales pitch, in selling the program to perspective employers. Some give it a try and others need convincing. Persistent and assertive, resembling Gloria Steinem in appearance and attitude, Ellen approaches her job with the zeal and conviction of a labor organizer. She is assisted in job development by Dr. Earl Stevens of the RIC English Department and Dr. John Crenson of the Elementary Education Department.

According to Co-op director, Dr. Walter Blanchard, the department pursues a number of avenues in recruiting possible employers. When asked about assistance and cooperation of other campus employment offices, he responded, "The offices of student employment and career services have been very helpful to us." A pipe smoker who continuously experiments with the

length and shape of his beard, Dr. Blanchard's composed demeanor is in sharp contrast with Ellen's excitable nature.

While Ellen fields the questions and problems of student and employers alike in the cluttered Gaige Hall office, Dr. Blanchard spends a good deal of his time immersed in paper work. He is currently assembling a brochure "which makes the college more visible as a resource for employers." He also conducts a "Co-op 150" classroom course for freshmen and sophomores. According to Dr. Blanchard, the classroom session "helps students establish realistic career goals and gives them direction."

Operates Smoothly

The co-op office operates smoothly, especially when considering that the small staff must answer to over 200 students and nearly 150 agencies during the academic year. The successful operation owes a great deal to secretary Phyllis Gath and to those faculty members who serve as seminar instructors for co-op participants.

There are currently 12 seminar groups composed of co-op students from different academic disciplines. At the weekly two hour sessions the students and their instructor discuss their placement, individual goals, and the attainment of those goals. All co-op students are required to submit a learning contract, mid-term paper, oral presentation and a final paper. The seminar sessions are intended to link the student's job placement and academic program.

At the seminar the students are given the opportunity to open up with one another and share problems. For some students the seminar group serves a supportive function: the assembly of fellow students and workers echoing and justifying complaints.

Career Choices

For others the seminar offers the opportunity to articulate the reasons behind career choices, and the merit of a particular position. At the end of each semester, students have the chance to evaluate their employer, instructor, and the entire program.

With a young program, the co-op administrators are steadily looking for ways to improve, as well as expand their services. Presently, RIC is the only state college which offers an unsubsidized cooperative education program. Last year's enrollees earned \$368,000 through the program, at an average of \$2,500 per placement. Most of the students were on the direct payroll of the employer.

RIC's successful program can and will be used as a model for other college co-op programs. In April Dr. Blanchard will speak at a regional conference on cooperative education attended by members of the academic and business communities.

Giving skills off-campus, cooperative education has breathed new life into liberal arts at RIC.



"Alumni House, Rhode Island College"
From an original sketch
by Arlene Sweet

Warm Wishes for the Holidays

David and Arlene Sweet
Rhode Island College

Calendar Of Events

DECEMBER 15 - JANUARY 24

DECEMBER 15 - Beginning of Spring Semester, 1980.

TUESDAY, DECEMBER 16

1-2 p.m. *Anchor Christian Fellowship Meeting*. Student Union, Lounge F.

WEDNESDAY, DECEMBER 17

2-3:30 p.m. *Anchor Christian Fellowship Meeting*. Student Union, Lounge F.

2-4 p.m. *Harambee Meeting*. Student Union, Room 304.

2-4 p.m. *WRIC Radio Meeting*. Student Union, Room 310.

8:15 p.m. *RIC Chamber Music Series*. The program (for winds) will feature the music of French and American composers written for both conventional and unconventional instrumental ensembles played by ensembles from the American Band. Admission is free and the public is welcome. Roberts Hall, Room 138.

FRIDAY, DECEMBER 19

1-3 p.m. *School of Education and Human Development Meeting*. Horace Mann Hall, Room 064.

SUNDAY, JANUARY 4

7 p.m. *Men's Basketball*. RIC vs. Longwood College, Va. Away.

TUESDAY, JANUARY 6

8 p.m. *Men's Basketball*. RIC vs. Washington & Lee, Va. Away.

WEDNESDAY, JANUARY 7

8 p.m. *Men's Basketball*. RIC vs. Lynchburg College, Va. Away.

SATURDAY, JANUARY 10

10 p.m. *Wrestling*. (N.J.) Tourney. Away.

TUESDAY, JANUARY 13

8 p.m. *Men's Basketball*. RIC vs. Eastern Nazarene. Away.

THURSDAY, JANUARY 15

4-7 p.m. *Urban Education Center Open House*. 126 Somerset Street, Providence.

6 p.m. *Women's Basketball*. RIC vs. Keene State College. Away.

FRIDAY, JANUARY 16

1-3 p.m. *School of Education and Human Development Meeting*. Horace Mann Hall, Room 064.

SATURDAY, JANUARY 17

12 Noon. *Wrestling*. RIC vs. Wesleyan University. Home.

7 p.m. *Women's Basketball*. RIC vs. Westfield State College. Home.

SUNDAY, JANUARY 18

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